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ABSTRACT

Based on a series of mini-conferences, this monograph presents ideas and thoughts of members of the Rotary International organization on the concept of collaboration in career education. First, a brief description of Rotary International is provided. Next, several specific examples are given of ways in which local clubs are already involved in career education. Also, the thoughts of conference participants regarding problems to be resolved prior to involving local Rotary Clubs in career education are summarized. The monograph concludes with a series of postive suggestions made by conference participants aimed at strengthening the involvement of local Rotary Clubs in community career education efforts. A list of conference participants and a list of issues and concerns raised by these participants are appended. (BM)

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MONOGRAPHS ON CAREER EDUCATION

ROTARY INTERNATIONAL AND CAREER EDUCATION

by
Kenneth B. Hoyt, *Director*
Office of Career Education

August 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

During the period covering November, 1977, through May, 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from 10-15 participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the series of monographs of which this is one has been prepared. The

complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, so long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis, Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-America Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

Kenneth B. Hoyt, Director
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Introduction

In almost every community, one or more clubs operate whose primary reason for existence is to provide service to the community. They have no special "axe to grind." They are not self serving organizations. Instead, they exist primarily because their members, as community citizens, have banded together to provide service to others that will make the entire community a better place in which to live. Their members are typically influential community persons whose actions affect the community. By joining together in a single community service club, the ability of each member to make positive contributions to the community are increased.

Since such community service clubs typically include leaders from the local occupational society and, further, since most such clubs have a historical interest in education, it is easy to see why career education advocates have looked to community service clubs as logical partners in a community collaborative career education effort. This monograph aims to illustrate the generic potential of such community service clubs for career education through concentrating on only one–Rotary International. It is hoped that educators reading this monograph will find some specific suggestions for working with their local Rotary Club and, in addition, some general thoughts regarding ways in which they might interact with other community service clubs in their local area.

This monograph begins with a brief description of Rotary International. Following this, several specific examples will be given of ways in which local Clubs are already involved in career education. Third, thoughts of seminar participants from Rotary International regarding problems to be resolved prior to involving local Rotary Clubs in career education will be summarized. The monograph concludes with a series of positive suggestions made by seminar participants aimed at strengthening the involvement of local Rotary Clubs in community career education efforts.

A Brief Look At Rotary International

From a very small group of professional and support staff persons at its Headquarters in Evanston, Illinois, Rotary International provides information, logistical assistance, and general

leadership suggestions to more than 18,000 local Rotary Clubs located in 154 Nations and geographical regions around the world. Of these 18,000+ local Rotary Clubs, approximately 6,000 are located within the United States. An annually elected President of Rotary International assumes general leadership responsibilities for this very large association of local clubs.

Rotary International has identified four general areas of service for emphasis at the local Club level: (a) club service; (b) community service; (c) vocational service; and (d) international service. It is obviously in the area of "vocational service" where career education has become an emphasis of Rotary International. This has not yet fully occurred in all communities.

The Rotary organization operates a more localized administrative coordination/leadership function for its local clubs through a series of approximately 375 District Governors of Rotary elected each year from the local Rotary Clubs each is to serve. Each District Governor is charged with visiting each area Rotary Club once a year for purposes of observing their activities on a firsthand basis, stimulating local Clubs to engage in activities considered important by the International Board of Directors and the District Governor, and making sure that each local Club is operating in accordance with its charter from Rotary International.

These District Governors, like other Rotarians, are not paid employees of Rotary International. Instead, they are typically persons from the business/industry/professional community who, having served as a local Rotary Club President, and in district administrative responsibilities are elected by their peers from a number of local Rotary Clubs comprising a district as District Governor for a year. The District Governors of Rotary meet together, on occasion, to interact with officials of Rotary International and to share experiences and concerns with each other. Obviously, a District Governor of Rotary could, if he chose to do so, encourage a strong career education emphasis on the part of those local Rotary Clubs that he visits.

The real strength and power of Rotary International is vested at the local Rotary Club level. Each local Rotary Club has a President elected by the membership. The membership is limited to males only and is further limited by a general rule that provides usually only one Rotarian for each occupation represented in the local Club. Each Rotarian represents a particular occupation or

occupational specialty. The degree to which various occupations are sub-divided, for purposes of determining eligibility for membership in the local Club, is determined at the local Club level based on broad international guidelines. In some small rural communities, for example, there may be only one Rotarian representing the occupation of "physician." In other communities with large medical facilities, the local Rotary Club may have a number of physicians who are members with one each representing a distinct medical specialty such as "thoracic surgery," "opthamology," "internal medicine," etc., This same kind of distinction would apply in other fields such as law, education, etc. As a result, one often finds two members of a given local Rotary Club who, to most persons, would be thought of as belonging to the same occupation, but, in terms of specialties created by the local Club, are each thought of as representing a different specialty.

In addition to this limit of one member representing each occupation or specialty within a given occupation, the local Rotary Club may have one other member from that same occupational specialty designated as an "additional active" for that occupational specialty. There are no limits, in terms of membership requirements at the local Club level, with respect to how many members of the clergy, the media, or diplomatic corps may be eligible for membership.

With very few exceptions (found in only very large cities) local Rotary Clubs operate entirely through the volunteer efforts of their members. So long as the general guidelines of Rotary International for organization and operation of the Club structure is followed—including a planned program of work based on the four general areas called avenues of service—each local Rotary Club is encouraged to develop its operational program for itself. While Rotary meets only once a week, activities of Rotarians, on the part of the local Rotary Club, typically are being performed in most communities on almost every working day. It seems clear that, if Rotary is to become more involved in career education, it will be as a result of decisions made at the local community level by local Rotary Clubs and school districts. It is not a decision that, under Rotary's organizational structure, can be made at the international level.

Rotary and Career Education: Examples of Local Community Efforts

Participants in the seminar on which the contents of this monograph are based were Rotarians who, almost without exception, had been deeply involved in career education efforts through their own local Rotary Clubs. Here, brief descriptions of some of their activities will be noted.

One of the most ambitious and effective career education efforts of a local Rotary Club can be seen in Corpus Christi, Texas. There, Mr. Charles Bradshaw, through his local club's Youth and Vocational Guidance Committee, devised and put into operation what Mr. Bradshaw calls "The Wonderful World of Work" program. The basic task undertaken was the compilation of a "Careers Resource Book" containing names of persons (both Rotarians and non-Rotarians) who are willing to work with teachers and pupils at the K-12 level in acquainting students with their work as part of their total lifestyle. The effort started by soliciting Rotarians and about 60 were found who expressed a willingness to participate. Listing in the Rotary "Career Resource Book" now includes about 1,200 persons from the business/industry community. In Corpus Christi, these "Career Resource Books" are distributed, by Rotary, to all classroom teachers. With the active encouragement of the local Superintendent of Schools and career education personnel from the school system, approximately 1,200 teachers request help annually from the list of persons available. This averages out to 3-4 requests per person per year which, according to Mr. Bradshaw, is enough to keep the business/industry persons interested in the project but not enough so that any feel overworked.

The Rotary Club of Corpus Christi has assumed responsibility for compiling the information found in the Career Resource Book and for distributing it to educators throughout the school system. Educators in the school system are responsible for using the information found in this book. At the elementary school level, a different career cluster is selected each month. Teachers in the 38 elementary schools are each responsible for contacting a community resource person listed in the book representing the "Career Cluster of the Month." That person is invited to spend approximately one hour with the elementary school pupils participating in a "What's My Line?" format under which pupils are allowed to ask them "20 questions" and then guess their occupation. About 35 "mystery guests" visit the elementary schools each month with

3,000 elementary school students at each grade level being involved each year. At the junior/senior high school level, the Rotary Career Resource Book is used to invite speakers to participate in subject matter activities related to their occupations—e.g., a geologist for an earth science unit, a judge for a social science topic, a caterer for a home economics class, etc.—so that students can see relationships between what they study and the occupational society. The major emphasis, throughout this project, is to acquaint students with the "wonderful world of work" and to encourage the development of positive student values and attitudes regarding work. It is *not* aimed at forcing premature occupational choices on students in any way.

The Rotary Club of Gold Beach, Oregon has won a Rotary International Significant Achievement Award for its career education efforts in Gold Beach. Like Corpus Christi, Texas, this effort began with compilation of a "Career Resource Book" listing details regarding the kinds of presentations a given Rotarian was prepared to make to students regarding his work. Compilation of this resource document was the first goal. This was followed by an active campaign aimed at showing teachers how to use the resource book and encouraging them to do so. Copies of the "resource book," as in Corpus Christi, were placed in the hands of all teachers. A third step involved arrangements whereby high school students could videotape Rotarians at their place of work and make such videotapes a part of the school system's career information library. The culminating project consisted of "Career Education Day" during which Rotarians conduct classes, usually at the Junior High school level, for students throughout one morning of a school day. Such classes are aimed at helping students see relationships between what they study and the world of work. In the afternoon of "career education day," the Rotarians return to their places of businesses while teachers discuss with students what they learned during the morning "Rotary classes." This day alone involves approximately 40 Rotarians annually with approximately 150 hours of "Youth and Vocational Service" counted for the Rotary Club of Gold Beach. The total Rotary effort in Gold Beach, it must be emphasized, is a year long process with "career education day" being only a culminating activity.

In Fairfield, Connecticut, the local Rotary Club participated actively in the school system's program of inservice education for teachers in career education. Starting with only four teachers who expressed interest in using Rotary as a career education resource, this effort has grown, in a space of only three years, to a point

where there are now 118 teachers involved. In addition to providing this kind of teacher inservice, the Fairfield Rotary Club sponsors an annual "Rotary Goes To School" day under which each Rotarian is matched with one student and attends classes with that student all day. At the conclusion of the day, the Rotarians meet with school officials to critique the school's instructional program. All members of the Fairfield Rotary Club participate in this activity. Career education is currently the Number 1 priority (out of 10) for the Fairfield Rotary Club.

The Rotary Club of El Reno, Oklahoma, engaged, for several years, in an annual event under which teachers visited businesses for an entire day while Rotarians taught their classes. The general idea behind this activity was an attempt to help teachers better understand the American system of free enterprise and to help Rotarians better understand and appreciate the problems educators face daily in the classroom. While this idea has apparently been widely publicized, it does not seem to have become popular in very many places.

Efforts of Rotarians with respect to career education, are in no way, limited to small communities. In New York City, the Rotary Club has embarked on an ambitious "1 on 1" career education effort where Rotarians are put in contact with individual youth seeking their help in acquiring career information. It was reported, at the seminar, that this program has resulted in weekly conversations at Rotary at which members exchange with each other the kinds of requests they have had and the kinds of help they have been able to provide individual youth in the preceding week. Efforts of the New York City Rotary Club in career education are not limited to contact only with career education activities sponsored by and carried out within the school system. For example, they have invited, on occasion, up to 50 youth participating in Junior Achievement to make short presentations at regular Rotary Club meetings regarding the career education experiences in which they engage. Such activities are considered to be informative for Rotarians and rewarding for the participating youth.

A Rotarian school administrator in Villa Park, Illinois has encouraged Rotary clubs in Elmhurst, Addison and Villa Park to embark on a campaign aimed at encouraging the business/industry community to engage in such activities as: (a) evaluating the school system's courses; (b) conducting plant visits for secondary school students; (c) providing awards and recognition to students doing

especially well in career exploration activities; (d) serving on career education advisory committees; and (e) assisting in providing teacher inservice in career education. Many of these activities are being conducted by Rotarians although the entire search for community volunteers in this ambitious effort is not limited to the use of Rotarians. They have experienced some difficulty in finding teachers willing to take advantage of the kinds of resources these Rotary efforts have produced. The two prime areas of difficulty reported are: (a) the effort is limited to the secondary school—and elementary school teachers are typically much more receptive; and (b) the original information regarding business/industry resources supplied to teachers appeared to be too "bare bone" in nature—it was accepted and used much more after it was supplemented with additional information regarding ways in which these resources could be valuable to teachers.

Not all participants reported that their attempts to become involved in career education have proven themselves to be effective. For example, the Cincinnati, Ohio Rotary Club attempted, several years ago, to encourage "x" number of Rotarians to serve as career resource persons for counselors at each school in the Cincinnati public school system. The plan was to use these resource persons, under the coordinated leadership of the school counselors, to supply teachers with career resource persons at any time they were needed. Counselors were seen as key persons who could maintain contacts both with Rotarians and with individual teachers in the school system. The plan was not successful based on a number of reasons which were reported including: (a) some Rotarians failed to follow through on their commitments to participate; (b) some counselors failed to utilize the Rotarians assigned to them; and (c) the plan was dropped before giving it a real chance to impact on classroom teachers throughout the school system.

In Upper Arlington, Ohio, the Rotary Club has become deeply involved in career education based on the initiative taken by the career education coordinator in the Upper Arlington public school system. The coordinator (Ms. Nancy Rosekamp) made contact with a few members of Rotary and asked for their assistance in making contacts with the business/industry community. Those members then took this expression of need to the Rotary Club and a complete club project was launched. This Rotary effort has recently been recognized by being named recipient of an outstanding service award by the Phil Delta Kappa Chapter (professional education fraternity) at Ohio State University.

There are, of course, numerous examples that could be cited of Rotary Club involvement in "Career Days" conducted within the school system. These participants, however, felt that, to be regarded as a true career education effort, the local Rotary Club should be engaged in projects that: (a) are continuing throughout the year (rather than on a "1 shot" basis) and (b) involve career awareness, career exploration, and basic understandings of the free enterprise system in addition to the traditional occupational information provided by the typical "career day."

When participants were asked to identify the basic characteristics that made career education efforts of local Rotary Clubs successful, there were three major thoughts on which apparent consensus was achieved: (a) successful efforts were those where the school system took active responsibility for utilizing the resources made available by Rotary; (b) efforts were more successful when they involved both elementary and secondary school educators—as opposed to only high school personnel; and (c) efforts were more successful when they involved direct contacts between Rotarians and classroom teachers rather than depending on the school counselor to serve as a "broker" between them.

Practical Problems Facing Local Rotary Clubs With Reference To Career Education

Of the 9 local Rotary Clubs represented by participants in this seminar, 5 had adopted career education as the current Number 1 priority of that Club. Participants strongly emphasized that this is most *atypical*—that their local Rotary Clubs are properly viewed as the exception, not as the rule. In emphasizing this point, participants raised several practical problems which, singly or in some combination, can be expected to prevent many local Rotary Clubs from adopting a career education emphasis. Educators wishing to utilize their local Rotary Club as a community resource for career education should be aware of these problems.

Problem #1: Local Rotary Clubs typically have many kinds of service projects

The large clubs can have as many as 500 different kinds of service projects going on simultaneously. Typically, each such service project is handled, operationally, by a relatively few members of the club. Career education, on the other hand, is a project that could—and theoretically should—involve all, or almost all,

members of the local club. Such a procedure would be most unusual for many local Rotary Clubs. If a given local Rotary Club were to adopt a comprehensive career education effort, it must be done in ways that do not diminish attention to other service projects of the Club.

Problem #2: Too many educators are still resisting the use of community resources in educational efforts

Participants emphasized that this problem extends beyond career education. Basically, it is a matter of many educational systems who are still trying to isolate themselves from the broader community. As a service club, participants felt it would be inappropriate for Rotary to engage in a campaign aimed at changing this kind of narrow thinking. With reference to career education specifically, participants pointed out that, if a local Rotary Club were to devote the hours necessary to build a file of community resource persons and then, after offering them to the school system, found they were not being used, the result could be disastrous for the Rotary image in the local community. Local Rotary Clubs should not attempt to work with school systems who resist community involvement.

Problem #3: The definition of career education is still unclear

What people call "career education" varies considerably from community to community. Local Rotary Clubs, historically, have, for a variety of very good reasons, resisted accepting any Federal definitions to be imposed on the local community. The definition of "career education" used by a given local Rotary Club should be the one being used by its local school system. Some school systems have no such definition yet—and others have definitions of career education so narrow as to preclude positive involvement of their Rotary Club. No local Rotary Club can afford to seriously consider a career education project until it secures and studies the definition of "career education" being used by the local school system.

Problem #4: There can be no national Rotary policy supporting career education as a service project for local Rotary Clubs

While, to be sure, the term "career education" could be used by Rotary International as one of the sub-goals in the "vocational service" area, questions with respect to whether or not a career

education service project will be undertaken are made only at the local level. If a particular local Rotary Club were to seriously consider career education, it would want examples of outstanding successes in career education service efforts reported by other local Rotary Clubs. There is no easy nor automatic way by which the relatively few outstanding examples currently existing can be effectively conveyed to other local Rotary Clubs throughout the Nation.

Problem #5: Too many Rotarians know too little about their local school system

When the local school system is discussed, the discussion centers, much more often, on what is wrong with the school system that it does on how Rotary could help improve the school system. Many Rotarians will find it uncomfortable to interact with educators and/or to meet with teachers in a classroom setting.

Problem #6: The weekly emphasis of Rotary in some communities precludes any kind of sustaining effort that requires daily attention

Many Rotarians have great difficulty even finding time to attend the weekly Rotary meeting. The press of their own occupations precludes possibilities for many to devote any substantial amount of time to career education or to any other community service effort. For many Rotarians, it is easier to donate money than it is to donate time to local community service enterprises. For example, it would be easier to donate funds to help support a Summer camp for handicapped children than it would be to take time during the Summer to go to the camp and visit with the youth about possible careers in which they might someday be engaged. While, to be sure, many Rotarians devote some time to Rotary service activities during the week, many other members are simply unable to do so.

Suggestions For Inserting A Career Education Service Activity Into Rotary Clubs

In spite of the kinds of practical problems enumerated above, participants felt strongly that career education is a very appropriate kind of service activity for local Rotary Clubs. Based on their experiences in their own Clubs, they made a number of suggestions

for consideration by other local Rotary Clubs considering career education as a local service activity.

Suggestion #1: Rotary should approach school systems and offer to help with the school system's career education efforts

By taking a positive approach in offering to help school systems solve problems of delivering effective career education, the local Rotary Club will be much better listened to than if it simply voices criticisms of the school system. The Rotary concerns for improving the quality and efficiency of the school system can best be met through positive assistance to school systems, not simply by criticism. Career education is a natural vehicle for use in gaining access to and involvement with the school system.

Suggestion #2: Devise clear statements of exactly what individual Rotarians could do to help in career education and let them choose those that appeal most

Such statements, in addition to specifying kinds of activities, should also specify the level of education the member would like to work (elementary or secondary) and the frequency with which he is willing to be used. Possible activities should be listed in specific terms such as: (a) Would you be willing to visit with a class of elementary school pupils about your jobs?; (b) Would you be willing to have a small group of students spend time with you on your job?; (c) Is your place of business available for field trips?; and (d) Are there any materials or equipment that you would be willing to give to the school? Even more specific questions could be asked. The more specific, the better.

Suggestion #3. Provide training to Rotarians in how to do what they have volunteered to do

Persons from the school system should be involved in helping to answer questions Rotarians have and providing them hints on how best to work with teachers and students. Those Rotarians who have already been involved in career education are the best persons to use in helping other Rotarians plan specific strategies and activities that will work.

Suggestion #4: Start slow

Don't expect many Rotarians or many educators to become involved during the first year. Be patient but productive. The career education effort of Rotary will grow best if the word is spread from Rotarian to Rotarian and from educator to educator. Don't expect to ever reach a point where either all Rotarians or all educators will be involved. It is better to begin Rotary career education efforts at the elementary school level. Teachers are more receptive at that level to using community resources than at the high school level.

Suggestion #5: Begin the career education effort on an "in house" basis prior to approaching the education system

In many local Rotary Clubs, the members do not understand or appreciate the occupations of all other members. It would be helpful, in beginning to build a career resource bank, if Rotarians helped each other understand all occupations represented in Rotary. One way of doing this would be ask sons and/or daughters of Rotarians to appear at Rotary and explain their father's occupation to other members. This, in itself, would be good career education for those youth who participate.

Suggestion #6: Go beyond occupations represented in the local Rotary Club in building a Community Career Resources Bank

The occupations that youth should be given an opportunity to explore should not be limited to those represented in the local Rotary Club. It is important to include some working women in the list of community career resources. If a clearinghouse on community career resource persons exists, the local Rotary Club should join, rather than compete, with it.

Suggestion #7: Do not limit the career education activities of the Rotary Club only to those associated with the school system

The career education concept is one that aims to help youth understand, become aware of, and explore the value of work in society, the nature of the occupational society, and the nature of the American system of private enterprise. Other community organizations, such as the Exploring Division, BSA; and the 4-H Clubs; the Girl Scouts; and Junior Achievement are already interested and involved in this effort. They, too need and can use

effectively the services of Rotarians as community career resource persons. If the school system shows no interest in career education, a local Rotary Club could still have a very effective career education service activity by devoting its energies to helping these kinds of existing youth groups.

Suggestion #8: Seek to have career education presentations made at meeting of District Governors of Rotary

The career education concept is one that should appeal to many of them. If they include a discussion of career education as one of their suggested priorities when they speak to local Rotary Clubs in their district, the chances of having more local Rotary Clubs adopt a career education service activity will be greatly enhanced.

Suggestion #9: Encourage Rotary International to use the term "career education" in place of the term "occupational information" in the frequent mailings sent to local Rotary Clubs

"Career" is a much broader term than "occupation" in that it includes the concept of "work" as well as the concept of "jobs," the notion of unpaid work as well as paid employment, and an emphasis on lifestyle of workers rather than the "tunnel vision" often resulting from the use of the word "occupation."

Suggestion #10: Be willing to include, as part of the Rotary career education effort, an offer to participate in helping educators learn how to use community resources effectively

If educators are asked to take time to help Rotarians learn how to be effective in the classroom, then Rotarians should be willing to take some of their service time to help educators learn how to best use community resources. Career education is a natural vehicle for use in helping teachers acquire such skills which, once acquired, can be used for many things in addition to career education. This would be a good investment of time for a Rotary Club.

Suggestion #11: Involve the leaders of the education system in making a request of Rotary to engage in career education as a Rotary service activity

It is both natural and usual to find school/Rotary career education efforts being started through interactions of only one

educator with one Rotarian. This should not be discouraged. However, prior to the time the local Rotary Club adopts a career education emphasis, a request to do so should come from the Superintendent of Schools and/or the Chairperson of the Local Board of Education. Coming from such persons, it is unlikely that most Rotary Clubs would turn down the request. The local Rotary Club should assure itself of backing from the top administrators in education prior to embarking on a formal career education effort.

Participants in this seminar felt that if, at the local Rotary Club level, suggestions such as these are followed, it would not be many years before career education became a high action priority for Rotary Clubs throughout the Nation. There remains, of course, the problem of how local Rotary Clubs are to become interested in the career education concept. The following section addresses that issue.

"Hot Buttons" For Use In Encouraging Rotarians To Participate In Career Education

Near the end of the seminar, participants generated a number of ideas for use by educators who want to involve their local Rotary Clubs in a career education effort. The following ideas, when coupled with the suggestions found in the preceding section, may be helpful to educators.

Idea #1: Talk to Rotarians about career education as a vehicle for educational change holding potential for helping to solve current educational problems

Rotarians, like other community members, are concerned about the apparent lack of readiness of many youth leaving school today to take their places as productive members of the occupational society. They are also concerned about such related matters as lack of basic academic skills, discipline in the schools, and problems youth experience in making productive use of leisure time. The career education effort, when properly applied, holds potential for making positive contributions to each of these kinds of current problems. While it is suggested that primary attention be devoted to explaining career education as an effort to help youth solve problems of education/work relationships and to better prepare themselves for work, these participants felt

it would be appropriate to take time to explain the potential career education holds for meeting some of these related problems as well.

Idea #2: Appeal to Rotarians by picturing career education as a service to youth

The generic emphasis of Rotary is one of service. A high Rotary priority has always been youth. Since Rotary is organized on an occupational rationale and its members are in the occupational society, the concern of career education for helping youth learn more about that society should be welcomed by Rotary. Many Rotarians are anxious to understand youth better and to help youth understand them. Career education is a natural and easy vehicle for use in doing so.

Idea #3: Appeal to Rotarians by emphasizing that today's youth are tomorrow's Rotarians

The idea behind this suggestion, as stated by participants, is that Rotary's basic organizational structure emphasizes the occupational society. Unless youth are encouraged to value work—in addition to simply jobs—the American system of private enterprise is in trouble. Schools cannot possibly teach today's youth what they need to know in order to understand and appreciate the American private enterprise system. Rotary, because of its occupational orientation, is one of several key community organizations that possesses the capability of helping youth acquire such understandings. Career education represents an effort where the expertise of Rotarians is badly—and obviously—needed.

Idea #4: Appeal to the ego of the individual Rotarian by arranging activities where youth will ask him for information

When a Rotarian comes into a classroom or when youth visit business/industry sites under arrangements in which the local Rotary Club has participated, much more positive results can be expected if the school system has motivated youth to ask questions and to express interest in what the Rotarian has to say. The educational system should motivate the student to accept and respect the Rotarian. This should not be something the individual Rotarian should be expected to do when he comes into a classroom.

Idea #5: Be specific in requests made of local Rotary Clubs

It is not wise for any school system to go to a local Rotary Club and issue a vague, general appeal for help. At the same time, it would be equally inappropriate to go to the local Rotary Club with a completely developed plan of action. The plan of action that eventually result should be jointly developed by the local Rotary Club and the education system with both sharing responsibility, authority, and accountability. To begin, however, the school system should have one or two specific requests for help in mind that the local Rotary Club can respond to in a specific manner without making any kind of long-range commitment. The long-range commitment is one that will best evolve from these specific beginning efforts.

Idea #6: Include, in plans to work with the Rotary Club, ample opportunities to get expressions of concerns and problems regarding the entire education system from Rotarians

The educator who is willing to listen to the Rotarian only when the subject is preparing youth for work will not find as much receptivity as will those educators who are willing to interact with their Rotary Clubs with respect to a wide range of educational issues. This, to educators, must mean that top administrative leaders from the school system are involved. It is not something a teacher or counselor can take on without this top administrative support. Take advantage of the fact that the top school administrator is often a Rotarian.

Idea #7: Don't get overly concerned about whether or not the term "career education" is used

If that term is used initially, it is almost certain to result in questions of definition being asked. While the term "career education" is one some people still seem to have trouble explaining, the components of career education, in terms of the youth needs career education seeks to meet, can be stated in clear, easy to understand terms. Why not, for example, simply say to Rotary that their help is needed in order that today's youth may:

a. Increase their motivation to learn the basic academic skills through seeing the importance of such skills in a wide variety of occupations.

b. Acquire good, sound work habits useful in any occupation.

c. Acquire a personally meaningful set of work values that will lead them to want to work—and to understand the importance of work in society.

d. Acquire a basic understanding of and appreciation for the American system of private enterprise—and how various occupations fit into that system.

e. Acquire an understanding of their own occupational interests and abilities through exploring careers in the private sector and engaging in some form of exploratory work experience.

f. Develop sound career decisionmaking skills that will allow them to plan their own occupational changes as adult citizens.

g. Develop and utilize sound job seeking, job getting, and job holding techniques that will be useful in both entering and in progressing in the occupational society.

h. Develop ways of engaging in unpaid work as part of their productive use of leisure time.

i. Develop and find ways of utilizing skills in combatting stereotyping as it impinges on full freedom of educational and occupational choice for all citizens.

Any one, or some combination, of these student needs should be ones that can be explained to and accepted by Rotarians. They have had some of these same concerns for years. If they know the education system wants to change in ways that will help better meet those needs—and if they know the school system needs their help in doing do—many Rotarians will be willing to move in this direction. The term "career education" may come up later—or not at all. The important thing is to get the job done.

Personal Observations

As I listened to and tried to record the thoughts of these participants, I found myself in high general agreement with almost everything they were saying. Their advice and suggestions found in

this monograph are based on their own personal experiences in career education efforts through their own local Rotary Clubs. I have a feeling that both educators and other Rotarians could learn much from listening to these participants.

One of the biggest impressions I received from these participants was that Rotarians may be more important than Rotary! It is obvious, after listening for two days to these persons, that it will be a very long time before formal career education service efforts will be commonplace among local Rotary Clubs in our Nation. The communication problems alone are too great to expect very quick results. Similarly, the typical Rotary Club is already busily engaged in a wide variety of worthwhile community service activities. We who are concerned about career education cannot—and should not—expect a given local Rotary Club to diminish its activities in other areas of community service in order to become engaged in career education.

At the same time, individual members of Rotary include many of the "community thought leaders" that career education advocates talk about. If such persons could be encouraged to become involved in a school system's career education effort, it might well be the best possible beginning step toward getting a career education priority within the entire Club. It would not seem wise to me to wait until such time as all members of Rotary had been completely exposed to the career education concept before beginning some interaction with local Rotarians. I have a feeling that Rotarians may be better able to explain career education to other Rotarians than are those of us in the formal education system.

I was particularly impressed by the variety of youth groups with whom various participants relate outside the education system. These include such groups as the Exploring Division, Boy Scouts of America, Junior Achievement, and 4-H Clubs. Any actions taken by a local Rotary Club to participate more actively with such youth groups will surely be a significant contribution to career education. That is, there is obviously, it seems to me, no necessary requirement that the involvement of a local Rotary Club in career education begin by establishing formal working relationships with the school system. In some communities, by working with groups such as identified here, one result may be an increase in career education on the part of the school system.

The potential of the individual Rotarian for participation in career education is obviously very great. Many Rotarians are owners and/or top decisionmakers in companies and organizations that school systems have tried to work with in career education. The career education experiences of such organizations will provide a valuable source of input for such Rotarians if the subject of career education comes up in their local club.

I remain convinced, as I was long before the time this seminar was held, that Rotary Clubs are potentially very valuable community resources for use in career education. The seminar made me even more convinced. I would hope that educators reading this monograph will find here some reasons for and some ways in which they can involve their local Rotary Club in career education. It is a resource much too valuable to ignore.

APPENDIX A

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APPENDIX B

Issues Raised by Participants

1. How to get more community people involved in career education?
2. How to start career education with the community rather than the school system?
3. How to help educators learn more about industry?
4. How to get better communications between educators and the business community?
5. How to make sure jobs are present at the end of the line?
6. How to get youth as interested in career choices as they are in money from jobs?
7. How to fit specific club programs into the total goals of education?
8. How to coordinate community efforts in career education?
9. How to marshall community resources for career education?
10. How can Rotary career education efforts be sustaining–(i.e., moving beyond career days)?
11. Can Rotary do something to show youth that they must plan to do *something* after they leave high school?
12. How could Rotary get a national TV program on career education?
13. How to get private enterprise persons to volunteer time for career education?
14. How to get suggestions for action to Rotarians that they can understand and carry out?
15. How to help teachers become more aware of ways of using community resources in the classroom?
16. How to assure that quality people from business are picked to work with educators?
17. How to help teachers get over the fear of asking for help from businessmen?
18. What can Rotarians do in addition to serving as guest speakers for career education?
19. How to identify community experts who can help educators in specific content areas?
20. How to help youth develop a respect for work–and for workers?

21. How can Rotarian requirements for upper management people as members be used to talk with you about the lower level jobs they (youth) are likely to find?

22. Need for a central clearinghouse—how to avoid duplication of community efforts in career education?

23. How could Rotarian career education efforts extend to adults as well as youth?

24. How to broaden Rotarian efforts to include taking youth into the workplace as well as bringing Rotarians into the school setting?

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